DRAFT - A Framework for Planning A Genre Unit of Study - DRAFT

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| Book Talk Titles  (8-10) | Mentor Texts  (2-3) | Develop Genre Knowledge | Shared writing experiences within the genre | Writers’ workshop | Developing & applying reading comprehension strategies | Guided Reading Texts | Language Investigations |
| *Select texts that represent the range of the genre.*  *Do book talks.*  *Books not selected as mentor texts remain in the classroom for independent reading.* | *Choose 2-3 texts that best represent the genre.* | *Select appropriate text map/writing guide*  *[Reference: CLM Institute Manual]*  *Using mentor texts:*  *- Co-construct anchor charts related to genre features*  *- Co-construct definition of genre*  *- Discuss authors’ purpose*  *- Complete text map (classroom copy)*  *-Decide what to include in student reading notebook* | *As a class, create chart of global ideas – topics for independent writing within the genre.*  *Students create similar personal lists in the writer’s notebook.*  *Teacher engages in shared writing around a common experience. The group rehearses writing plans using the selected genre map. The group drafts and revises the piece together referencing the classroom anchor charts.* | *Choose appropriate mini-lessons for writing.*  *Students write within the genre, referencing the personal list recorded in their writing notebook.*  *Writing Process*  *-planning*  *-drafting*  *-revising*  *-editing*  *-publishing (optional)*  *Work with peers to rehearse and edit as appropriate.* | *Teacher models and engages students in applying comprehension strategies with mentor texts.*  *Add to comprehension*  *strategies anchor chart.* | *When possible choose titles in the genre for guided reading instruction.* | *Consider mini-lessons in*  *- grammar*  *- usage*  *- figurative language*  *-conventions*  *-voice*  *-point of view*  *Reference: Common Core Standards* |
| Tall Tales Genre Study | | | | | | | |
| Book Talk Titles  (8-10) | Mentor Texts  (2-3) | Develop Genre Knowledge | Shared Writing experiences within the genre | Writers’ workshop | Strategies  Strategic Actions | Guided Reading Texts | Language Investigations |
| **John Henry** (M)  by Julius Lester  **Dust Devil**  by Anne Isaacs  **Pecos Bill**(N)  by Stephen Kellogg  **Cut From The Same Cloth: American Women …** (T)  by Robert San Souci  **Lies and Other Tall Tales**  by Zora Neale Hurston  **Levi Strauss gets a Bright Idea**  by Tony Johnston  **Stagecoach Sal**  by Deborah Hopkinson  **Granite Baby**  by Lynne Bertrand  **Library Lil** (M)  By Steven Kellogg | **Swamp Angel** (O) by Anne Isaacs  **The Legend of Lightning Larry**  (Reader’s Theatre)  by Aaron Shepard | **Tall Tales Map** (based on CLM Fables map)  **Tall Tales Amazing Feats Text Map** (base: CLM Narrative map)  NOTE: Fantasy vs. Reality | **Help Hilary Help**  (Reader’s Theatre)  by Aaron Shepard |  | **Strategies**  • Visualizing  • Inferring  **Strategic Actions**  • Analyze  • Critique  • Summarize  • Maintain Fluency  • Infer  • Predict | **Johnny Appleseed** (H)  Patricia Demuth  **The Legend of John Henry** (M)  (Reading A to Z)  **Pecos Bill Rides a Tornado** (O)  (Reading A to Z)  **The Legend of Slappy Hooper**  (Reader’s Theatre)  by Aaron Shepard | **Figurative Language**  • Language that Compares  (Simile and Metaphor)  • Exaggeration  (Hyperbole)  **Voice-Regional Language**  **Wordwork**  w/in GR Compound Words Cards |